NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are <u>not</u> identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY BOARD	School: Thomas A. Edison Elementary
Chief School Administrator: SILVIA ABBATO	Address: 507 West Street, Union City, NJ 07087
Chief School Administrator's E-mail: SABBATO@UNION-CITY.K12.NJ.US	Grade Levels: Pre-K - 6
Title I Contact: Lucy Soovajian	Principal: Mr. Eliseo Aleman
Title I Contact E-mail: Isoovajian@union-city.k12.nj.us	Principal's E-mail: eleman@union-city.k12.nj.us
Title I Contact Phone Number: (201) 271-2289	Principal's Phone Number: 201-348-5965

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

an active member of the planning comm	consultations related to the priority needs of my school and littee, I provided input for the school's Comprehensive Nee nerein, including the identification of programs and activities	· · · · · · · · · · · · · · · · · · ·
Principal's Name (Print)	Principal's Signature	Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

•	The School held3	(number) of stakeholder eng	agement meetings.	
•	State/local funds to support the sc	hool were \$ _10,169,347	_, which comprised_96%_% of t	the school's budget in 2014-2015.
•	State/local funds to support the sc 2016.	hool will be \$ <u>10,497,671</u>	, which will comprise	96% % of the school's budget in 2015-

• Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Supplies	1 and 3	yes	610	\$25,000
Leveled readers and math manipulative	1 and 3	yes	610	\$20,000
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ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Eliseo Alman	Administrator Principal	Yes	Yes	Yes	ON FILE
Catherine Kirby	Administrator VP	Yes	Yes	Yes	ON FILE
JoAnne Calabrese	Supervisor	Yes	Yes	Yes	ON FILE
Carmen Garcia	Literacy Coach	Yes	Yes	Yes	ON FILE
Maria Valente	Technology Coordinator	Yes	Yes	Yes	ON FILE
Nancy Arthur	ESL Teacher	Yes	Yes	Yes	ON FILE
Susan Aziz	Classroom Teacher Language Arts	Yes	Yes	Yes	ON FILE
Dayana Lopez	Classroom Teacher – Special Needs	Yes	Yes	Yes	ON FILE
Paula Rivera	Parent	Yes	Yes	Yes	ON FILE
Gennaro Marcigliano	Classroom Teacher - Math	Yes	Yes	Yes	ON FILE
Mercedes Borhoquez	Parent Liaison	Yes	Yes	Yes	ON FILE
Maritza Andelfinger	Classroom Teacher Elem	Yes	Yes	Yes	ON FILE

Yanira Ovalles	Bilingual Classroom Elem	Yes	Yes	Yes	ON FILE
Tom Ruiz	Math Coach	Yes	Yes	Yes	ON FILE
Joseph Ferrante	Dean of Students	Yes	Yes	Yes	ON FILE

*Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 28, 2015	UCBOE	Comprehensive Needs Assessment	Yes		Yes	
June 10, 2015	Edison	Schoolwide Plan Development	Yes		Yes	
September 11, 2015	Edison	Program Evaluation	Yes		Yes	

^{*}Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- · How are we committed to continuous improvement?

What is the school's mission statement?	To establish a positive physical, social and emotional environment that is learner-centered, research-based and data-driven. We will provide resources for essential support of instruction. We will do so through shared leadership in order to enable staff, students, families and the community to work together to be active participants in student learning and achievement.
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24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program * (For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

All components of the program were implemented as planned.

2. What were the strengths of the implementation process?

All faculty and staff were professional and involved in the implementation process. Teachers and administrators worked effectively to coordinate professional development, for both parents and staff. All components of the extended day program were completely integrated into our daily curriculum and course of study.

3. What implementation challenges and barriers did the school encounter?

Challenges included difficulty in providing staff development due to limited time availability of staff. We attempted to provide embedded professional development as a means to overcome this challenge. Given that, it was still difficult to completely debrief after demonstration and in-class lessons.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

An apparent strength in our school is that our entire faculty is aware of our vision and our goals. The teachers are highly engaged and parents are welcomed and involved. Furthermore, the apparent weakness of each step during the program(s) implementation is the immense size of our student population and limited staffing.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Each member was required to attend ScIP /School Improvement Panel meetings monthly where input was given on the needs of the school and the implementation of the program.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff is informed of programs and implementation during grade level meetings, faculty meetings, and daily messages. They are supportive of our goals and strategies. Teachers and staff complete an online survey to assess the school's program and it's implementation.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Community members were involved in the developing process and the implementation process. Parents and community members continue to be involved and we have worked to increase parental and community involvement. Evaluations and surveys are provided to parents at parent workshops and meeting.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

We implemented target tutoring to work with students on a one to one basis. Our extended day program was structured to work with small groups of students focusing on specific needs. A great deal of focus has also been provided in the area of intervention and enrichment grouping in English language arts and mathematics. Teachers have been working to be sure that flexible intervention and enrichment groups meet on a daily basis.

9. How did the school structure the interventions?

Intervention was structured on a small group basis according to data collected from District Assessment results as well as data from DORA testing. Students participating in the SES program also received a baseline assessment at the beginning of the program as well as another assessment halfway through the program.

10. How frequently did students receive instructional interventions?

Interventions occurred on a daily basis with various teachers depending on the greatest need. Students were frequently assessed and regrouped based on need.

11. What technologies did the school use to support the program?

To ensure continuous improvement of students in the school wide program, we have implemented various forms of technology throughout the school. As a result of each teacher receiving a personal laptop, additional media carts were distributed throughout various grade levels. In addition to that, Smart boards were also placed in each classroom. New iPads were also deployed to all 3rd and 4th grade classrooms. A certified Apple training is working with staff to provide intense training in the area of technology. Teachers are also attending workshops and turnkey new programs and applications.

12. Did the technology contribute to the success of the program, and if so, how?

Results have not been received for the NJ PARCC 2014-2015, once received we will have final analysis on the success of the program.

^{*}Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013- 2014	2014-2015	Interventions Provided	Describe why the interventions <u>did or did not</u> result in proficiency (Be specific for each intervention).
Grade 4	69	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 5	59	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 6	47	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics 2013- 2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in
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	2014			proficiency (Be specific for each intervention).
Grade 4	56	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 5	30	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 6	24	Awaiting results from the School Performance Reports	Extended Day Program: SES & MIADs, In- Class/Pull-Out Target Tutoring, Small Group, Academic Coaching, RTI	Awaiting results
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did</u> not result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	37		In-Class support, DORA, Master Teachers, Pearson Successnet, Tumblebooks, Study Island	Awaiting results

			APPEC, Extended Day	
Grade 2 51			In-Class support, DORA, Master Teachers, Pearson Successnet, Tumblebooks, Study Island APPEC, Extended Day	Awaiting results
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	62		In-Class support, DORA, Master Teachers, Pearson Successnet, Tumblebooks, Study Island APPEC	Awaiting results
Grade 2	48		In-Class support, DORA, Master Teachers, Pearson Successnet, Tumblebooks, Study Island APPEC	Awaiting results
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	(Out	6 Measurable Outcomes comes must be quantifiable)
ELA	Students with	Literacy across	YES	NJASK; WIDA	Subgroups	ELA % Passing
	Disabilities	disciplines, SIOP; Extended Day: SES and		ACCESS; DORA, DOMA, District	Total Population	39.7%
		MIADs programs;		Benchmark	Hispanic	38.7%
		Learning 360;		Assessments	Ec. Disadvantaged	39.3%
		Standards Solution; Study Island; ipad			Special Education	-%
		initiative; EFT's Laptop			LEP	18.8%
	created PARCC assessments us apple product;	Guided/Flexible				
Math	Students with	Extended Day & SES	YES	NJASK; WIDA	Subgroups	Math % Passing
	Disabilities	programs; Learning 360; Standards		ACCESS; District Benchmark	Total Population	60.1%
		Solution; Study Island;		Assessments	Hispanic	60%
		ipad initiative; EFT's			Ec. Disadvantaged	60.1%
		Laptop & Smart Board & Nettrekker; Pre-			Special Education	27%
		Algebra; Teacher			LEP	39.6%
		created PARCC like assessments using apple product; NJPrime				

ELA	Homeless	N/A	N/A	N/A	N/A			
Math	Homeless	N/A	N/A	N/A	N/A			
ELA	Migrant	N/A	N/A	N/A	N/A			
Math	Migrant	N/A	N/A	N/A	N/A	N/A		
ELA ELLS	Literacy across disciplines, SIOP; Extended Day: SES and MIADs programs; Learning 360;	YES	NJASK; WIDA ACCESS; DORA, District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged	ELA % Passing 39.7% 38.7% 39.3%			
		Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Teacher created PARCC like assessments; Guided/Flexible Grouping			Special Education LEP	-% 18.8%		
Math	ELLS	Extended Day: SES and MIADs programs; Learning 360; Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Pre-Algebra; Teacher created PARCC like assessments using apple product NJ Prime	YES	NJASK; WIDA ACCESS; District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged Special Education LEP	Math % Passing 60.1% 60% 60.1% 27% 39.6%		

ELA	Economically Disadvantaged	Literacy across disciplines, SIOP; Extended Day: SES and MIADs programs; Learning 360; Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Teacher created PARCC like assessments; Guided/Flexible Grouping	YES	NJASK; WIDA ACCESS; DORA, District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged Special Education LEP	ELA % Passing 39.7% 38.7% 39.3% -% 18.8%
Math	Economically Disadvantaged	Extended Day: SES and MIADs programs; Learning 360; Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Pre-Algebra; Teacher created PARCC like assessments using apple product; NJ Prime	YES	NJASK; WIDA ACCESS; District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged Special Education LEP	Math % Passing 60.1% 60% 60.1% 27% 39.6%
ELA	ELA	Literacy across disciplines, SIOP; Extended Day: SES and MIADs programs; Learning 360;	YES	NJASK; WIDA ACCESS; DORA, District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged	ELA % Passing 39.7% 38.7% 39.3%

		Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Teacher created PARCC like; Guided/Flexible Grouping			Special Education LEP	-% 18.8%
Math	Mathematics	Extended Day: SES and MIADs programs; Learning 360; Standards Solution; Study Island; ipad initiative; EFT's Laptop & Smart Board & Nettrekker; Pre-Algebra; Teacher created PARCC like assessments using apple product; NJ Prime	YES	NJASK; WIDA ACCESS; District Benchmark Assessments	Subgroups Total Population Hispanic Ec. Disadvantaged Special Education LEP	Math % Passing 60.1% 60% 60.1% 27% 39.6%

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5%

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			TO NO	Z.i.comociicos	6th Grade: 8.5% Collaborative meetings Attendance- Extended Day, SES
Math	Students with Disabilities	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO Collaborative meetings Attendance- Extended Day, SES
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLS	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Collaborative meetings Attendance- Extended Day, SES
Math	ELLS	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6%

1	2	3	4	5	6
Content	Group	Intervention	Effective	Documentation of	Measurable Outcomes
			Yes-No	Effectiveness	(Outcomes must be quantifiable)
					5th Grade: 12.5% 6th Grade: 8.5%
					Collaborative meetings Attendance- Extended Day, SES
ELA	Economically Disadvantaged	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Collaborative meetings
Math	Economically Disadvantaged	Extended Day & SES;	YES	NJDOE: School Improvement Services	Attendance- Extended Day, SES PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Collaborative meetings Attendance- Extended Day, SES
ELA	ALL	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39%

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5%
					Collaborative meetings Attendance- Extended Day, SES
Math	ALL	Extended Day & SES;	YES	NJDOE: School Improvement Services	PARRC/DORA results to demonstrate SGO DORA Gains 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5%
					Collaborative meetings Attendance- Extended Day, SES

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

2	3	4	5	6
_		Effective	Documentation of	Measurable Outcomes
•	intervention	Yes-No	Effectiveness	(Outcomes must be quantifiable)
Students with Disabilities	DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning; Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	DORA gain Assessment Awaiting Results 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Standards Solution consultants demonstrate best practices for lessons in ELA classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Students with Disabilities	Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	Standards Solution consultants demonstrate best practices for lessons in Mathematics classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Homeless	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A
Migrant	N/A			
Migrant	N/A			
	Students with Disabilities Students with Disabilities Homeless Homeless Migrant	Students with Disabilities DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning; Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook Students with Disabilities Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook Homeless N/A Homeless N/A Migrant N/A	Testing 3 and 1 an	Students with Disabilities Standards Solution; Learning 360; Literacy workshops; Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook Students with Disabilities Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning; Web Master, Tech, Web Pages, SAMR - Notebook YES Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews

1 Content	2 Group	3	4 Effective	5 Documentation of	6 Measurable Outcomes
Content	Group	Intervention	Yes-No	Effectiveness	(Outcomes must be quantifiable)
ELA	ELLS	DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives Agendas and minutes for Support Services Meetings on file, Product Reviews	DORA gain Assessment Awaiting Results 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Standards Solution consultants demonstrate best practices for lessons in ELA classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Math	ELLS	Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training;	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	Standards Solution consultants demonstrate best practices for lessons in Mathematics classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
		Web Master, Tech, Web Pages, SAMR - Notebook			
ELA	Economically Disadvantaged	DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training;	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	DORA gain Assessment Awaiting Results 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Standards Solution consultants demonstrate best practices for lessons in ELA classrooms. They also

1	2	3	4	5	6
Content	Group	Intervention	Effective Yes-No	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
		Web Master, Tech, Web Pages, SAMR - Notebook	TES-NO	Effectiveness	review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Math	Economically Disadvantaged	Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	Standards Solution consultants demonstrate best practices for lessons in Mathematics classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
ELA	ALL	DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core Standards, Collaborative Planning, Smart Board Training; Web Master, Tech, Web Pages, SAMR - Notebook	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	DORA gain Assessment Awaiting Results 1st Grade: 39% 2nd Grade: 26% 3rd Grade: 15.4% 4th Grade: 33.6% 5th Grade: 12.5% 6th Grade: 8.5% Standards Solution consultants demonstrate best practices for lessons in ELA classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Math	ALL	DORA; Standards Solution; Learning 360; Literacy workshops; Study Island; EFT's; Common Core	YES	Teacher efficacy as documented on PD Evaluation Forms: PARCC, technology initiatives, Agendas and minutes for Collaborative Meetings on file, Product Reviews	Standards Solution consultants demonstrate best practices for lessons in Mathematics classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.

1	2	3	4	5	6
Content	Group	Intervention	Effective	Documentation of	Measurable Outcomes
			Yes-No	Effectiveness	(Outcomes must be quantifiable)
		Standards,			
		Collaborative Planning,			
		Smart Board Training;			
		Web Master, Tech,			
		Web Pages, SAMR -			
		Notebook			

Family and Community Engagement Implemented in 2014-2015

1	2	3	4	5	6
Content	Group	Intervention	Effective Yes-No	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback.

	Parent Liaison and Parent Volunteers/ Communication YES Support Service Meetings Boy Scouts,	Parent Volunteers/	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive
		Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	perception parents have developed with regard to the school-learning environment. Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained	
Math	Students with Disabilities	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback.

		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North

		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback. Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
Math	ELLs	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly

		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	effective by parents, teachers, and students as evidenced by program evaluations and oral feedback. Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
ELA	Economically Disadvantaged	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, Margaret's Place, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and

		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	oral feedback. Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
Math	Economically Disadvantaged	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback. Communications provide parents and personnel

		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
ELA	ALL	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback.
		Parent Liaison and Parent Volunteers/	YES	Parent sign-in sheets NTI logs, calendars and	Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via

		Communication		newsletters on file	writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive perception parents have developed with regard to the school-learning environment.
		Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained
Math	ALL	Back to School Night and Parent's Night	YES	Parent sign-in sheets	Back to School Night provides parents with the opportunity to meet with instructional staff, become acquainted with the school culture, and discuss students' academic and social needs. The goal to increase parent involvement in Back to School Night during the 2014-2015 school year was met, as parent participation rose by 5% from the 2013-2014 school year.
		Parent Workshop and Breakfast	YES	Parent sign-in sheets	Workshops provide parents with current information with regards to their child's education, health and well-being, and other topics to be determined by administrators, teachers, parent liaison, or members of the CST; when needed, consultants such as the school nurse, North Hudson Community Action, American Red Cross, Police Department, etc. provide appropriate workshops. This measure was deemed highly effective by parents, teachers, and students as evidenced by program evaluations and oral feedback.
		Parent Liaison and Parent Volunteers/ Communication	YES	Parent sign-in sheets NTI logs, calendars and newsletters on file	Communications provide parents and personnel with announcements (e.g. via telephone: Notification Technology Inc. System and via writing: monthly calendars, newsletters, etc.) in both English and Spanish. This measure has proven effective by the increasingly positive

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)					
	Support Service Meetings	Yes	Parent sign-in sheets Agendas and minutes for Support Services Meetings on file	perception parents have developed with regard to the school-learning environment. Members of the Support Services Team were able to effectively identify students with academic/social issues and provide their teachers with interventions to ensure their sustained	

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

	e committee conducted and completed the required Title I schoo this evaluation, I concur with the information herein, including th	
Principal's Name (Print)	Principal's Signature	Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics DORA	Standardized Test Results PARCC, ACCESS/IPT (Awaiting results) Language Arts Literacy Gr. 3-5 Gr. 6 Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient DORA gain Assessment Awaiting Results 1st Grade:% 2nd Grade:% 3rd Grade:% 5th Grade:% 5th Grade:% 6th Grade:% Standards Solution consultants demonstrate best practices for lessons in ELA classrooms. They also review student work and assess student progress. They provide an array of test taking strategies for both students and teachers.
Academic Achievement - Writing	Standardized Test Results/PARCC ACCESS/IPT	Standardized Test Results PARCC, ACCESS/IPT (Awaiting results)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Language Arts Literacy Gr. 3-5 Gr. 6 Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient
Academic Achievement - Mathematics	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Standardized Test Results PARCC, ACCESS/IPT (Awaiting results) MATH Gr. 3-5 Gr. 6 Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient
Family and Community Engagement	SES Parent Survey Parent Breakfasts/Workshops Back-to-School Night (attendance) Parent's Night (attendance)	Parental input about the quality of programs offered was positive. Parents also responded to the effectiveness of the workshops offered and made suggestions regarding other topics to be addressed. A majority of parents indicated their satisfaction with the communication which included NTI messaging, school calendars, written notifications and the school website. Attendance at school functions including Back-to-School Night, Parent's Night and school performances was over 90%. These measures indicate that parents are active participations in their child's education therefore improving academic performance.
Professional Development	District/School Evaluations related to the 2013-2014 staff development	The evaluations completed by all staff indicate their satisfaction with the presenters and topics for the following workshops: differentiated instruction, SIOP training, Smartboards, math manipulative, learning centers, and reading and writing across the curriculum.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		(Results and outcomes must be quantifiable)
		These measures indicate that the presenters and topics were appropriate for the Edison School staff.
Leadership	Board Resolutions District Face-to-Face	A Bilingual-at-Risk leader continues to address the needs of the at-risk ELL population. Bi-annual district Face-to-Face meetings provide opportunities for communication with LEA and school administrative team to discuss goals and objectives outlined in the Unified Plan. We continue to increase the rigor in the mathematics and ELA classes and to continue to conduct data analysis to determine needed changes to instruction, assessment and school culture. At the Fall face-to-face meeting state assessment results are further analyzed
		with the weakest areas being identified for additional support, resources and/or program adjustments to align with the Unified Plan.
School Climate and Culture	School Culture Survey	The School Culture Survey revealed the staff/teacher and students' view of the overall satisfaction of the vision and mission statement. Some staff indicated that they want more to give their input regarding the overall operation of the school. This measure demonstrates the staffs' and students' continual commitment to improving academic performance.
School-Based Youth Services	School Based Social Worker	School Based Social Worker offers on-site family and student counseling. Attendance records are kept on site
Students with Disabilities	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Standardized Test Results PARCC, ACCESS/IPT (Awaiting results) Language Arts Literacy Gr. 3-5 Gr. 6 Total Population Hispanic EC. Disadvantaged Special Education
		Limited English Proficient MATH Gr. 3-5 Gr. 6 Total Population Hispanic

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		EC. Disadvantaged Special Education Limited English Proficient	omes must be qu	antinusic)
Homeless Students	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Standardized Test Results PARCC, A Language Arts Literacy Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient MATH Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient	Gr. 3-5	iting results) Gr. 6 Gr. 6
Migrant Students	N/A	N/A		
English Language Learners	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Standardized Test Results PARCC, A Language Arts Literacy Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient MATH Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient	Gr. 3-5	iting results) Gr. 6 Gr. 6

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
Economically Disadvantaged	Standardized Test Results/PARCC ACCESS/IPT Benchmarks/Portfolios Marking Period exams ELAS/ Core Report Card/Progress Reports Teacher made rubrics	Standardized Test Results PARCC, A Language Arts Literacy Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient MATH Total Population Hispanic EC. Disadvantaged Special Education Limited English Proficient	Gr. 3-5 Gr. 3-5	iting results) Gr. 6 Gr. 6	

2015-2016 Comprehensive Needs Assessment Process* Narrative

1. What process did the school use to conduct its needs assessment?

To determine the needs for the 2015-2016 school year, the prior year's assessments were reviewed. The assessment results were sent from LEA in an excel file to aid in sorting data by category, subject, sub-group, specific need, etc. The Administrative Team, SLC, and grade level personnel first evaluate the results. The Support Service Task Force (SSTF) collects additional data regarding specific students, many of whom fall into sub-group categories. Data may include, but is not limited to, the following; teacher, CST observations, learning/behavior checklists, reading assessments/levels, ancillary services (speech, OT, PT, Counseling), report card grades, benchmarks, progress report cards, ACCESS levels and yearly progress. This data is used to provide a snapshot of student performance and possible indicators of support.

2. What process did the school use to collect and compile data for student subgroups?

In addition to the analysis of the NJ PARCC 3-8 state assessment results, the DORA, ADAMK, ACCESS for ELLs, district benchmarks, Marking Period exams and district Math and ELA assessments are also analyzed to obtain student results. The results are received from LEA divided into categories in order for the Administrative Team and members of the ScIP to further scrutinized the data. The Support Service Task Force provides additional information/data to assist in academic placements for the following year The needs assessment is compiled from information gathered through all stakeholders such as parents, teachers, students, the community, etc. In addition, the district assists the school through the distribution of standardized test scores via the Principal in charge of Assessment. This information is released from the NJDOE and is received by the LEA.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Results are analyzed and mathematical equations are developed for identification within the 3-5 NJ PARCC bundle and the 6-8 NJ PARCC bundle. A matrix is then developed from ranking students within the hierarchy of test level achievement. In utilizing calculations within the matrix the group scores can be examined and deficiencies in sub-group scores identified.

4. What did the data analysis reveal regarding classroom instruction?

Data analysis indicates a need for teacher training to address reading research along with PD aligned to the CCSS in ELA and Mathematics. Data analysis also noted a need for greater technology use in the classrooms.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Data analysis indicates a need for teacher training to address reading research along with PD aligned to the CCSS in ELA and Mathematics

6. How does the school identify educationally at-risk students in a timely manner?

The school-based Administrative Team, with the assistance of the LEA, meets throughout the year to identify at-risk students. By utilizing data from state standardized tests, district assessments, benchmarks and exams, students are identified and scheduled for appropriate placement in the fall.

7. How does the school provide effective interventions to educationally at-risk students?

Students are placed into targeted intervention programs during the day, and SES programs after school. Also taken into account are the recent suggestions from the CAPA team visit; proper implementation of student reflections on their portfolios as described in the Union City Blueprint, Literacy Circles among the staff and vertical articulation whereby we continue to utilize research based practices to actively engage in effective, varied instruction to improve student performance.

- 8. How does the school address the needs of migrant students? N/A
- 9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers were engaged in decisions regarding the appropriate use of assessments to improve the instructional program through meetings (collaborative grade level, vertical articulation, and monthly faculty meetings) along with district-wide one-session workshop days, and the ScIP).

11. How does the school help student transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Master teachers provided through the district, support community providers and Edison's Pre-school with the implementation of Union City's Early Childhood curriculum. Throughout the year our pre-school staff attends targeted professional development workshops and attend bi-monthly collaborative grade level meetings. To provide a seamless transition from Pre-K to Kindergarten each spring, parents, students and teachers of the off-site providers visit Edison School. In addition, pre-school and kindergarten staff, visit community providers to observe the children in their early learning environment. Finally, state mandated Early Learning Assessment System (ELAS) and Early Screening Inventory (EIS-K) profile sheets are reviewed to provide a snapshot of the incoming kindergarten students.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Upon the review of the needs assessments, professional development needs, and parent surveys, the greatest priority problems were identified for the following school year. All staff will work together to review the root causes to be addressed in the upcoming school year.

^{*}Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2	
Name of priority problem	Student Academic Needs Closing the Achievement Gap	Student Academic Needs ELA	
Describe the priority problem using at least two data sources	Students are not meeting the academic level set by the state in ELA	Students are not meeting the academic level set by the state in Math	
Describe the root causes of the problem	Overwhelming large population of ELL; Transient population	Overwhelming large population of ELL; Transient population	
Subgroups or populations addressed	Professional Development in differentiated instruction and effective classroom practices is necessary to meet the needs of all students with emphasis for our LEP and Special Needs subgroups	Professional Development in differentiated instruction and effective classroom practices in English Language Arts is necessary to meet the needs of all students with emphasis for our LEP an Special Needs subgroups	
Related content area missed (i.e., ELA, Mathematics)	English Language Arts and Mathematics	English Language Arts	
Name of scientifically research based intervention to address priority problems	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in the new Humanities and Mathematics curricula as well as other Union City curricula that reflects the CCSS. Professional Development for staff will include intensive training focusing on Pals, higher order thinking skills, inquiry based learning and differentiated instruction.	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in the new Humanities and Mathematics curricula as well as other Union City curricula that reflects the CCSS. Professional Development for staff will include intensive training focusing on PBLs, higher order thinking skills; inquiry based learning and differentiated instruction.	

How does the intervention align with the Common Core State Standards?	Teaching in the core academic subjects will be driven by district curriculums that reflect the Common Core Standards	Teaching in the core academic subjects will be driven by district curriculums that reflect the Common Core Standards.

2015-2016 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Academic Needs Math	
Describe the priority problem using at least two data sources	Student Academic Needs in Mathematics Utilizing Standardized Testing, District Assessments and Benchmark Assessments	
Describe the root causes of the problem	Students are not meeting the achievement level set by the state for our special needs population	Overwhelming large population of ELL; Transient population
Subgroups or populations addressed	All students, Students with Disabilities, Economically Disadvantaged, LEP	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in the new Humanities and Mathematics curricula as well as other Union City curricula that reflects the CCSS. Professional Development for staff will include intensive training focusing on PBLs, higher order of thinking skills; inquiry based learning and differentiated instruction.	
How does the intervention align with the Common Core State Standards?	Teaching in the core academic subjects will be driven by district curriculums that reflect the Common Core Standards.	

SCHOOLWIDE CO	OMPONENT: COMPREHEI	NSIVE NEEDS AS	SSESSMENT <i>ESEA</i> §	1114 (b)(1)(A)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

		ESEA §1114(b)(l)(B) <u>st</u>	rengthen the co	ore academic program in the school;	
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiated Instruction Balanced Literacy/ Guided Reading/Guided Reading/ *Flexible Grouping The Teaching of Reading Understanding and planning for the Common Core	Principal, Supervisor, Literacy Coach	NJPARCC/DORA/Benchmark Assessment/ACCESS	Howard Gardner's Theory of Multiple Intelligences Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001
Math	Students with Disabilities	Differentiated Instruction	Principal, Supervisor, Math Coach	NJPARCC/Benchmark Assessment	Howard Gardner's Theory of Multiple Intelligences
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

	ESEA §1114(b)(I)(B) strengthen the core academic program in the school;						
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)		
ELA	ELLS	SIOP Training Differentiated Instruction Balanced Literacy/ Guided Reading *Flexible Grouping The Teaching of Reading Understanding and planning for the Common Core	Principal Supervisor, Literacy Coach	NJ PARCC /DORA/Benchmark Assessment/ACCESS	Best Practices for ELL's Educational Leadership April 2009 – Volume 66 #7 p. 32-37 Howard Gardner's Theory of Multiple Intelligences Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001		
Math	ELLS	SIOP Training Differentiated Instruction	Principal, Supervisor, Literacy Coach, Bilingual Supervisor	NJPARCC/Benchmark Assessment	Best Practices for ELL's Educational Leadership April 2009 – Volume 66 #7 p. 32-37 Howard Gardner's Theory of Multiple Intelligences		
ELA	Economically Disadvantaged	Differentiated Instruction Balanced Literacy/ Guided Reading *Flexible Grouping The Teaching of Reading Understanding and planning for the	Principal	NJPARCC/DORA/Benchmark Assessment/ACCESS	Howard Gardner's Theory of Multiple Intelligences Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001		

	ESEA §1114(b)(I)(B) strengthen the core academic program in the school;						
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)		
		Common Core					
Math	Economically Disadvantaged	Differentiated Instruction	Principal, Supervisor, Math Coach	NJPARCC/DORA/Benchmark Assessment/ACCESS	Howard Gardner's Theory of Multiple Intelligences		
ELA	ALL	Differentiated Instruction Balanced Literacy/ Guided Reading *Flexible Grouping The Teaching of Reading Understanding and planning for the Common Core	Principal, Supervisor, Literacy Coach	NJPARCC/DORA/Benchmark Assessment/ACCESS	Howard Gardner's Theory of Multiple Intelligences Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001		
Math	ALL	Differentiated Instruction	Principal, Supervisor, MATH Coach	NJPARCC/DORA/Benchmark Assessment/ACCESS	Howard Gardner's Theory of Multiple Intelligences		

^{*}Use an asterisk to denote new programs.

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and</u> summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	SES Extended Day	Principal, Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009
Math	Students with Disabilities	SES Extended Day	Principal Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	SES Extended Day	Principal Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009
Math	ELLs	SES Extended Day	Principal Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009
ELA	Economically Disadvantaged	SES Extended Day	Principal Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009
Math	Economically Disadvantaged	SES Extended Day	Principal Supervisor,	District assessment results/SES Pretest	Structuring Out of School Time to Improve Academic Achievement, IES, July 2009

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and</u> summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL		Principal		Structuring Out of School Time to
		SES Extended Day	Supervisor,	District assessment results/SES	Improve Academic Achievement,
				Pretest	IES, July 2009
Math	ALL		Principal		Structuring Out of School Time to
		SES Extended Day	Supervisor,	District assessment results/SES	Improve Academic Achievement,
				Pretest	IES, July 2009

^{*}Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/ELA- Literacy/
		LEADS/Literacy	Literacy Coach/Teachers	Increased achievement in all content areas; especially on district assessments, benchmarks, and PARCC results- to demonstrate SGO	NCLB Report of the National Reading Panel
Math	Students with Disabilities	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies	http://www.corestandards.org/Math/

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Workshop Evaluations	
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/ELA- Literacy/
		LEADS/Literacy	Literacy Coach/Teachers	Increased achievement in all content areas; especially on district assessments, benchmarks, and PARCC results- to demonstrate SGO	NCLB Report of the National Reading Panel
Math	ELLs	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/Math/
ELA	Economically Disadvantaged	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/ELA- Literacy/
				Increased achievement in all	NCLB Report of the National Reading

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		LEADS/Literacy	Literacy Coach/Teachers	content areas; especially on district assessments, benchmarks, and PARCC results- to demonstrate SGO	Panel
Math	Economically Disadvantaged	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/Math/
ELA	ALL	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/ELA- Literacy/
		LEADS/Literacy	Literacy Coach/Teachers	Increased achievement in all content areas; especially on district assessments, benchmarks, and PARCC results- to demonstrate SGO	NCLB Report of the National Reading Panel
Math	ALL	Common Core Standards	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	http://www.corestandards.org/Math/

^{*}Use an asterisk to denote new program

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The evaluation of the schoolwide program review for 2015-2016 will be conducted both internally and externally by the school improvement plan committee, district supervisor Lucy Soovajian, school principal Mr. Aleman.

2. What barriers or challenges does the school anticipate during the implementation process?

The large size of instructional staff

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Each member was required to attend ScIP meetings monthly where input was given on the needs of the school and the implementation of the program.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Staff evaluation from professional development and staff attendance.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Evaluation from professional development offerings; community participation in school events; parent liaison workshops

6.	How wil	I the school	structure	interventions	?
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Response Intervention Methods (RTI)

7. How frequently will students receive instructional interventions?

Ongoing assessments formative and summative to be ongoing by content teachers; Tutoring: a.m., lunchtime, after school

8. What resources/technologies will the school use to support the schoolwide program?

DORA; Smart boards; IPADS; Electronic Fieldtrips, Study Island, NJDOE Pilot EdConnect

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Student reports, progress reports, benchmarks, district assessments, teacher-created assessments, pre-test; post-test

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Faculty meetings, School Improvement Panel (ScIP), NTI communication messages, surveys, newsletters

^{*}Provide a separate response for each question.

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Workshops/Parent Lending Library	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Agronick, G., Clark, A., O'Donnell, L., Stueve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database
Math	Students with Disabilities	Common Core	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Common Core – What Parents Need to Know- Education Northwest, March 2011
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent Workshops/Parent Lending Library	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Agronick, G., Clark, A., O'Donnell, L., Stueve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Laboratory Northeast & Islands, Retrieved from ERIC database
Math	ELLs	Common Core	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Common Core – What Parents Need to Know- Education Northwest, March 2011
ELA	Economically Disadvantaged	Parent Workshops/Parent Lending Library	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Agronick, G., Clark, A., O'Donnell, L., Stueve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database
Math	Economically Disadvantaged	Common Core	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Common Core – What Parents Need to Know- Education Northwest, March 2011
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Math		Common Core	Mercedes Bohorquez	Parental attendance at Back to School Night and Parents' Night will increase by 5%	Common Core – What Parents Need to Know- Education Northwest, March 2011

^{*}Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

comprehensive needs assessment?

Research shows that children of parents who are involved in their education have a greater chance of meeting their goals; therefore our school provides many opportunities that promote parental involvement (see chart above). On the district level parents are provided classes at the Adult Learning Center to learn English, Computer Skills and complete courses to earn their GED. There is also a Health Care, Library and Cultural Center open to serve and inform parents at Jose Marti Community School.

2. How will the school engage parents in the development of the written parent involvement policy?

Communication and input from parents is solicited through the School Leadership Council. All policy making is developed at the district level.

3. How will the school distribute its written parent involvement policy?

The parent involvement policy is available on the district website.

4. How will the school engage parents in the development of the school-parent compact?

The compact is developed at the district level and review at the school level.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents are given the compact when enrolling their child at Central Registration. They are asked to review it and return it signed to their child's school. It is filed in students cum folder. Compacts are also distributed at Back-to-School Night.

6. How will the school report its student achievement data to families and the community?

Data is disseminated to parents and the public via our yearly published New Jersey School Report Card. This report includes demographic information, as well as, performance measures on an annual basis to inform parents of the school's progress. In addition, a narrative is included highlighting the previous year's accomplishments.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

Data is disseminated to parents and the public via our annually published New Jersey School Report Card, newspaper ads, and on the district website. Demographic data as well as performance measures are published on an annual basis to inform parents of the school's progress. In addition, a narrative is included highlighting the previous school year's accomplishments. A Board of Education newsletter is also sent home to students and parents.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents are provided with district and individual school test results during Back to School Night and also again on Parent's Night. Principals and teachers provide parents with AMO Results. Parents also receive a copy of the District School Report Card.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Communication and input from parents is solicited through the ScIP.

10. How will the school inform families about the academic achievement of their child/children?

PARCC home reports outlining individual student achievement

ACCESS for ELLs parent report for our ELL students

DORA/Adam K results and home reports outlining individual student achievement.

Back-to-School Night and Parents' Night offer parents the opportunity to meet the teacher to discuss test results as well as individual student progress. When the standardized test results are received, the parent report is sent home for parental review and conferences are scheduled as needed.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to provide a full-time parent liaison, the services of consultants, and the purchase of materials for parent workshops. Additionally, funds were utilized to purchase library books and parent literature.

^{*}Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

Strategies to Attract and Netani Figiny-Quan	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	 New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement.
		Hiring, Retaining, Recruiting - Function of Human Resources. All

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.
		Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Tot right, consistent with ride in A		
Instructional Paraprofessionals who meet the qualifications required by ESEA (education,	100%	District and school workshops addressing targeted needs of paraprofessionals
passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications	0	
required by ESEA (education, passing score on ParaPro test)*		

^{*} The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. Monetary incentive2. Teacher mentoring/induction program	Principal
3. Ongoing content-based professional development would be continuously available for all teachers and principals.	